Component #1: Needs, Goals & Objectives

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

To assess student needs at Centennial High School, the discipline records from the past school year were reviewed and analyzed and it was determined that there was a 20% increase in discipline referrals related to incidents involving peer pressure. The school counseling referrals from the past school year were also reviewed and analyzed and it was determined that there was a 15% increase in counseling referrals related to incidents involving peer pressure. A survey of teachers revealed that 94% of teachers are concerned about the impact that negative peer pressure is having on the academic achievement of 9th graders. According to Cullingford & Morrison (1997), Peer groups are a significant influence on young people and because young people want to be accepted they have a hard time resisting peer pressure.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

Learn skills to resist negative peer pressure.

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content)

Objective 1: Group members will be able to recognize positive and negative peer pressure situations and identify at least 3 consequences of negative peer pressure.

Objective 2: Group members will review statistics related to peer pressure from the last 3 years and will able to identify 3 trends related to peer pressure.

4) Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

Objective 1: Group members will identify each step in the SWAT technique and will be able to give 3 examples of each step.

Objective 2: Group members will be able to demonstrate the SWAT technique by writing a script and using the script in a role-play based on a peer pressure scenario.

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

It is important that counselors assess student needs before planning and developing groups because groups need to be deliberate and created for a purpose. Groups need to be based on the needs of the students and not just because the counselor wants to create a group. Data must be collected to support the group being developed. Goals and objectives should be based on the identified needs.

Component #2: Research- Supported and Standards-Based Content

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #1:** What is Peer Pressure?

**Brief Summary of Session:** This session will focus on defining and understanding what peer pressure is, discussing what types of things that they have been pressured to do in the past and ways they have responded to peer pressure in the past and the consequences they face when they give in to peer pressure and current trends related to peer pressure.

**Theoretical Orientation:** The theoretical orientation to be used in this group is the Cognitive Behavior theory. According to Forman & Barakat (2011), Cognitive Behavior therapy is effective to use in school settings with children and adolescents. CBT is an effective approach to use with adolescents.

**Specific Group Technique:** According to Cullingford & Morrison (1997), “Understanding how and why peer pressure is so significant should be a step towards dealing with the consequences of it” (n.p.). Discussion will be used to understand what peer pressure is and what the difference between positive and negative peer pressure and the consequences of negative peer pressure. The Agree/Disagree activity is used to demonstrate how easy it is to give in to peer pressure without even realizing that you are doing it.

**Structure:** This psychoeducational group is a 6 session closed group that will be six weeks in duration. Each session will be on Wednesdays from 9-9:50 am during the high school flex period and held in the counseling suite group room. It will be offered twice a year- once in the fall and once in the spring.

**Materials/ Media:** Agree and Disagree signs, Agree/Disagree questions, Statistical information from the last 3 years, Pre and Post measures forms

**Core ASCA Standard(s):** PS:B1.8 Know when peer pressure is influencing a decision, PS:B1.2 Understand consequences of decisions and choices.

**Core Tennessee Academic Standard(s):** Lifetime Wellness Standard: Mental, Emotional and Social Health.2.7: Identify and practice coping, negotiation, delaying and refusal skills. Mathematics Standard: 3102.5.1 Identify patterns or trends in data.

**Session Objective 1:** Group members will be able to recognize positive and negative peer pressure situations and identify at least 3 consequences of negative peer pressure.

**Session Objective 2:** Group members will review statistics related to peer pressure from the last 3 years and will able to identify 3 trends related to peer pressure.

**Assessments**: A pre-group and post-group assessment will be given using multiple choice questions. See Pre and Post Measures attachment.

**Procedures/Instructional Strategy**

1. The previous session will be reviewed briefly as well as the group agreements and confidentiality.

2. The Pre-Group measure will be given before activities and discussion begin. See Pre and Post Measures attachment.

3. An Agree/Disagree activity will be used first.

An Agree sign will be posted on one side of the room and a Disagree sign will be posted on the other side of the room. Group members stand and the counselor will read a question and then group members will have to go and stand under the sign that represents how they feel about what was read. Once a question is read and students choose a side, the counselor will ask students to explain their decision. The counselor will ask 4 questions. After all questions have been read, the counselor will ask how peer pressure could have affected this activity and the group members will discuss this. See Agree Disagree Activity attachment.

4. After this activity, peer pressure will be defined. The difference between positive peer pressure and negative peer pressure will be discussed.

5. Group members will brainstorm and discuss examples of positive and negative pressure they have faced.

6. Group members will brainstorm and discuss the consequences of giving in to peer pressure.

7. Group members will be given statistics related to peer pressure from the last 3 years and they will identify and discuss trends they notice in the data.

8. Before closing, the counselor will go around the room and have students tell one thing they learned from today’s group and one skill they will use before the next group.

9. This session will be briefly reviewed and homework will be assigned. See Homework/Ownwork section.

10. The Post-Group measure will be given and students will hand it in as they leave. See Pre and Post Measures attachment.

**Homework/Ownwork**: Students will journal about peer pressure incidents they face within the next week and will write about how they felt when being pressured.

2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #2:** Responding to Peer Pressure

**Brief Summary of Session:** This session will use role-plays and scripts to help group members develop and practice skills to respond to peer pressure.

**Theoretical Orientation:**

**Specific Group Technique:** First, the students are taught a skill that they can use in real-life situations. According to Holsbrink-Engels (2001), role-plays are used to develop interpersonal skills. According to Kipper (1988), “One of the common uses of role playing in psychotherapy is in the area of skill development” (p. 815).Role-plays are used in this group to give students the opportunity to practice their skills in real-life situations.

**Structure:** This psychoeducational group is a 6 session closed group that will be six weeks in duration. Each session will be on Wednesdays from 9-9:50 am during the high school flex period and held in the counseling suite group room. It will be offered twice a year- once in the fall and once in the spring. The group will consist of both male and female 9th grade students. There will be 8 students in the group.

**Materials/ Media:** SWAT handout, role-plays, paper and pencil,Pre and Post measures forms

**Core ASCA Standard(s):** PS:A2.6 Use effective communications skills, PS:B1.2 Understand consequences of decisions and choices, PS:B1.3 Identify alternative solutions to a problem, PS:C1.9 Learn how to cope with peer pressure

**Core Tennessee Academic Standard(s):** Lifetime Wellness Standard: Mental, Emotional and Social Health.2.7: Identify and practice coping, negotiation, delaying and refusal skills. Language Arts Standard: 3001.3.18Practice writing to a prompt within a specified time limit.

**Session Objective 1:** Group members will identify the 4 steps in the SWAT technique that can be used in peer pressure situations and will be able to give 3 examples of each step.

**Session Objective 2:** Group members will be able to demonstrate the SWAT technique that can be used in peer pressure situations by writing a script and using the script in a role-play based on a peer pressure scenario.

**Assessments**: A pre-group and post-group assessment will be given using multiple choice questions. See Pre and Post Measures attachment.

**Procedures/Instructional Strategy**

1. The previous session will be reviewed briefly as well as the group agreements and confidentiality.

2. The Pre-Group measure will be given before activities and discussion begin. See Pre and Post Measures attachment.

3. The SWAT technique will be introduced as a technique that can be used to resist peer pressure.

4. Each step in SWAT will be discussed and students will brainstorm and discuss examples of each step. See SWAT Technique attachment.

5. Students will choose a partner and the counselor will give each group a scenario. The students will be given several minutes to write a script and create a role-play based on their scenario. Remind them that each step in SWAT should be used in each role-play. \*\*If a student says that they do not feel comfortable acting out a scene, they can write out a script for their scenario and someone else can volunteer to act it out. See Peer Pressure Role Plays attachment for scenarios.

6. Before each role-play, the partners will read their scenario to the group and tell which character they are playing. Then the partners will role-play their scene.

7. After each role-play, ask the other group members if each step of SWAT was used during the role -play. For example, say “Did Person 1 say no effectively? Did they give a reason why? What was that reason? Did they suggest an alternative activity? What did they suggest? Did they talk it out? How did they talk it out?”

8. After this have the other group members discuss how they would have handled the situation differently.

9. Before closing, the counselor will go around the room and have students tell one thing they learned from today’s group and one skill they will use before the next group.

10. This session will be briefly reviewed and homework will be assigned. See Homework/Ownwork section.

11. The Post-Group measure will be given and students will hand it in as they leave. See Pre and Post Measures attachment.

**Homework/Ownwork**: Students will journal about peer pressure incidents they face within the next week and will write about how they felt when they used SWAT to resist the pressure.

3) Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.

**Session 1 Core ASCA Standard(s):** PS:B1.8 Know when peer pressure is influencing a decision, PS:B1.2 Understand consequences of decisions and choices.

**Session 1 Core Tennessee Academic Standard(s):** Lifetime Wellness Standard: Mental, Emotional and Social Health.2.7: Identify and practice coping, negotiation, delaying and refusal skills. Mathematics Standard: 3102.5.1 Identify patterns or trends in data.

**Session 2 Core ASCA Standard(s):** PS:A2.6 Use effective communications skills, PS:B1.2 Understand consequences of decisions and choices, PS:B1.3 Identify alternative solutions to a problem, PS:C1.9 Learn how to cope with peer pressure

**Session 2 Core Tennessee Academic Standard(s):** Lifetime Wellness Standard: Mental, Emotional and Social Health.2.7: Identify and practice coping, negotiation, delaying and refusal skills. Language Arts Standard: 3001.3.18Practice writing to a prompt within a specified time limit.

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

Techniques and theories should be used in a purposeful manner. A theory and the techniques must be appropriate for the topic being presented and the population being served. Having a theory is important because it guides a counselor’s work with students. Techniques help students learn skills and process feelings. If a technique is not working than a counselor should try a different one. Without theories or techniques, a counselor would be lost in their work with students.

**Attachments**

* [Agree\_Disagree\_Activity.docx](https://c1.livetext.com/folder/8959284/AXhsYDS4_Agree_Disagree_Activity.docx)
* [Pre\_and\_Post\_Measures.docx](https://c1.livetext.com/folder/8959284/U8fUub6T_Pre_and_Post_Measures.docx)
* [SWAT\_Technique.docx](https://c1.livetext.com/folder/8959284/GNvPCknF_SWAT_Technique.docx)
* [Peer\_Pressure\_Role\_Plays.docx](https://c1.livetext.com/folder/8959284/KAkY3V9g_Peer_Pressure_Role_Plays.docx)

Component #3: Ethical, Legal, Multicultural

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

Confidentiality needs to be explained to students and students should be encouraged to respect confidentiality. They need to know that confidentiality cannot be guaranteed. The limits of confidentiality should be explained as well. Confidentiality and limits to confidentiality will be discussed thoroughly during the first group session and will be included in the group rules/group agreements. Students will be reminded of the importance of confidentiality during each remaining session. An informed consent form will be sent to parents/guardians asking for permission for their child to participate in the group. The informed consent will explain confidentiality and that students will be encouraged to respect confidentiality but that confidentiality cannot be guaranteed. The limits of confidentiality will be explained as well. The counselor should also consider the relationships among group members when determining who will participate in the group. It may be harmful to the group to have relatives or those in close relationships with each other in the same group.

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

Once students have been selected to participate in group, an informed consent form will be sent to parents/guardians asking for permission for their child to participate. The informed consent will explain confidentiality and that students will be encouraged to respect confidentiality but that confidentiality cannot be guaranteed. The limits of confidentiality will be explained as well. Confidentiality and limits to confidentiality will be discussed thoroughly during the first group session and will be included in the group rules/group agreements. Students will be reminded of the importance of confidentiality during each remaining session.

See Informed Consent attachment

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

This group will be made up of multiple ethnic groups. The group rules/group agreements will address the importance of respecting every group member and making the group a safe place to share. The group leader will also make known that any comments or actions that are discriminatory or prejudice or disrespectful in nature will not be tolerated and could result in punishment and being removed from the group. If any issues come up concerning discrimination or prejudice within/during the group, these issues will be discussed and addressed immediately with the group as a whole and then individually. All role-play scenarios used to practice the SWAT technique will be culturally sensitive. For those group members that are not comfortable with acting out role-plays, they will be allowed to write out a role-play script based on the scenario and others can act it out for them.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

Group members can be teacher-referred or self-referred. Before being accepted for participation, group members will be interviewed and screened. Those students that were not accepted into this group, individual sessions can be scheduled or students could participate in a different group or could participate in this group another time it is offered. Those students that need more intensive services than is in the scope of school counseling/ school counselor’s competence will be referred to the appropriate services needed. For those students that are accepted in to the group and are from an ethnicity different than the counselor’s, the counselor will learn about that culture and provide a culturally sensitive group.

**Attachments**

* [Informed\_Consent.docx](https://c1.livetext.com/folder/8959284/7d2W3mpW_Informed_Consent.docx)

Component #4: Program Evaluation

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

See Pre and Post Measures attachment

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

See Pre and Post Measures attachment

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

Every group that a school counselor facilitates must be evaluated. Each session can be evaluated individually and the entire group process can be evaluated. Evaluating the outcome of the program helps counselors determine if the objectives and goals were met and if this program was effective. Evaluating the program helps the counselor to determine what worked and what didn’t and to determine what changes need to be made. Evaluation also gives a counselor concrete data to present to school administration to advocate for this group and the development of future groups.

**Attachments**

* [Pre\_and\_Post\_Measures.docx](https://c1.livetext.com/folder/8959284/cxqieDNF_Pre_and_Post_Measures.docx)

Component #5: Scholarly Writing

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* Cullingford, C. & Morrison, J. (1997). Peer Group Pressure Within and Outside School. *British Educational Research Journal, 23*(1), 61-81. Retrieved from <http://web.ebscohost.com.ezproxy.liberty.edu:2048/ehost/detail?vid=36&hid=113&sid=04350b04-5705-452e-9e45-2dbf5552547e%40sessionmgr115&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=a9h&AN=9703122662>
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* Kipper, D.A. (1988). Role-Playing Techniques: Locus of Control and the Attraction to Behavior Stimulation Interventions. *Journal of Clinical Psychology, 44*(5), 810-816. Retrieved from <http://web.ebscohost.com.ezproxy.liberty.edu:2048/ehost/pdfviewer/pdfviewer?vid=31&hid=113&sid=04350b04-5705-452e-9e45-2dbf5552547e%40sessionmgr115>
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* Tennessee Department of Education. (2008). User’s Guide to the Tennessee Mathematics Curriculum Framework. Retrieved from

<http://www.tn.gov/education/ci/math/doc/Math_Users_Guide_2009-10.pdf>